



Turkey

Education for All 2015 National Review

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NATIONAL EFA 2015 REVIEW

THE REPUBLIC OF TURKEY

This review is prepared by the Ministry of National Education for assessing the Republic of Turkey's progress towards the six EFA goals and reviewing the implementation of national strategies to achieve these goals.

Section 1: Introduction

As most of the countries, the Republic of Turkey has adopted the six Education for All (EFA) goals by implementing the twelve strategies presented in the Dakar Framework for Action by 2015. This report is prepared by different Directorate Generals of Ministry of National Education under the coordination of Directorate General for EU and Foreign Relations to assess progress towards the six EFA goals.

In Turkey, The Ministry of National Education (known also as MoNE) conducts educational activities on a central level with the stakeholders such as Ministry of Family and Social Policies, Ministry of Development, Ministry of Youth and Sports, international organizations, the Scientific and Technological Research Council of Turkey and some other ministries and NGOs.

Policies and strategies that concern national education are determined and executed through the Constitution of Republic of Turkey, the Laws Governing Education and Training, the government programs and development plans.

Constitution of Republic of Turkey

The salient points of the State's duties relative to education have been specified in Articles 10, 24, 42, 62, 130, 131, and 132 of the Constitution of Republic of Turkey.

Development Plans

The country's manpower needs, manpower and employment relations, resources allocated to formal and non-formal education and training, allocation of resources and the measures for improving the quality of education and training are laid out in the five-year development plans. The measures specified therein are then implemented through cooperation among the related institutions and organizations under coordination of Ministry of Development.

Section 2: Main EFA Challenges in 2000 and Targets for 2015

After the proclamation of the Turkish Republic, primary education was declared to be compulsory and this status was subsequently secured by Article 42 of the 1982 Constitution. However, in UNICEF Report "*A Gender Review in Education*" reflected that illiteracy and relatively low school enrolment rates continued to be a problem for Turkey. Gender

differences in literacy (80.6% for women as opposed to 93.9% for men according to the 2000 census) and net school enrolment rates (88.5 % for girls and 98.4 % boys at the primary level) showed inequality in access to education (UNICEF, 2003; MoNE, 2014).

Gender differences were greater in rural than in urban areas. Of women in urban areas, 16.6% could not read or write and as much as 30.8% of their rural counterparts were illiterate while only 3.9% of urban and 9% of rural men were illiterate. Migration from the eastern to western region, usually from rural to urban settlements, was common in Turkey so the problem of female illiteracy was carried to towns. Large numbers of rural migrants settled in the squatter areas of many Turkish cities. Consequently female illiteracy and lack of access to education was a serious problem in these areas (UNICEF, 2003).

Regional distribution of female illiteracy was another point which deserves attention: illiteracy rates showed a decline from the Southeast to Northwestern region. The most striking illiteracy rate was observed in the Southeast where 39% of women were illiterate, followed by the East and Black Sea regions where rates were 35% and 21% respectively. (UNICEF, 2003).

The Republic of Turkey has adopted the six EFA goals by implementing the twelve strategies presented in the Dakar Framework for Action by 2015. These goals are;

- Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality;
- Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes;
- Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Section 3: Progress Towards The EFA Goals

In this part, progress for each EFA goals is explained from 2000 to 2014.

3.1 Expanding ECCE (Early Childhood Care and Education)

Early childhood education in Turkey is formed in line with the purposes of the 10th Development Plan (2014-2018) and the strategic plan of Ministry of Education:

10th Development Plan (2014-2018)

- Reducing the differences in levels of achievement between school types and regions
- Increasing qualifications within the framework of equality and equity
- Enhancing preschool education which contributes to the students' social, mental, emotional and physical development in the manner that support the access of underprivileged households and regions
- Enhancing high quality, affordable and accessible nursery and pre-school education opportunities
- Eliminating the deprivation of students resulting from poverty, promotion of early childhood development, raising school enrollment and attendance rates
- Ensuring efficiency in monitoring and evaluation activities
- Working on enhancing preschool education and strengthening the relationship between education and employment

Ministry of Education Strategic Plan (2010-2014)

- Raising the net schooling ratio in preschool education which is 33% to above 70% considering disadvantaged children until the end of plan period (for the age group of 5)
- Meeting the entire number of teachers needed to capture the goals of the enrollment rate in pre-school education until the end of plan period
- Varying the preschool education and increase public awareness in this area until the end of plan period

Early Childhood Care and Education is not compulsory and not guaranteed as a legal right. However, necessary measures are taken to increase the access in the framework of national policy. Early Childhood Education services are presented by different institutions and in different ways in our country:

- The services offered by Ministry of National Education (MONE) and private institutions under the control of MONE.
- The services offered by Ministry of Family and Social Policies and institutions under the control of it.
- Institutions opened within official bodies according to article 191 of the Civil Servants law.
- Institutions offered by local authorities, non-government organizations, trade unions, Commercial Companies.

In Turkey, Ministry of National Education, Directorate General for Children's service of Ministry of Family and Social Policies, public institutions and organizations, local authorities, non-government organizations, trade unions, Commercial Companies, associations and foundations, natural and legal entities open and manage early childhood education institutions. Early childhood education institutions differ in their source, funding and service offering. This education is offered by both public and private sources. Early childhood education is not compulsory, families pay fee for this education. In the recent period, international funds and grant sources of especially European Union (EU) have been started to be used increasingly. While 95% of preschool and kindergarten education services are provided in schools of MONE and despite the increase in service offering of MoNE's schools in the last five years, 65% of sources are afforded by households.

Community-Based Early Childhood Services have been extended in order to ensure free access to quality early childhood education of all disadvantaged children who cannot reach early childhood education services within the scope of equality and equity or have difficulty in access, and alternative models have been created to support institutional model. (Playing room, library of toys, mobile classes)

After pilot implementation in 2012, all programs for early childhood education was put into practice in 2013. By taking into account the national and international field studies, feedbacks from the implementations, the analysis done as part of Empowering Pre-School Education Project, program development studies were conducted in 2012-2013. In this process, by taking into account the contribution of the all partner institutions providing pre-school education program development studies have been completed. This program is developed in order to grow up children who attend pre-school education healthily through rich learning experiences, support all development areas of children to reach the highest level, gain self-care skills and be ready to

basic education. The program taking into account the developmental characteristics, needs and interests of children is updated as "developmental", "spiral" and "eclectic".

The establishment of quality standards

In six different areas, standards have been developed and pilot implementation in these areas was completed:

- Learning environment
- Education program
- Family and community involvement
- Employees of the quantity, quality and professional development
- Health, nutrition and safety
- Management and leadership

Quality standards will be implemented in the light of the results of the pilot implementation by creating the necessary legal framework and software, a control model will be developed compatible with standards and legislation of opening institutions will be updated on this basis.

1. Renewal of legislation has been started in order to implement quality standards in early childhood education institutions.
2. Education programs for children 0-66 months have been updated and started to be implemented across the country by preparing the related materials.
3. Training of teachers continues in the context of quality in early childhood across the country.
4. Efforts for increasing community-based service models in preschool education continue across the country in order to increase access to early childhood services developed especially for disadvantaged children.
5. The studies of new regulation come to the end that we expect it to provide a new development stage.
6. Training programs of parents continue with the support of non-governmental organizations by gaining momentum compared to previous years.

7. Supporting Social Skills in Preschool Education Project continues to spread across the country in order to support pre-school children's social skills as the result of collaboration with The Scientific and Technological Research Council of Turkey (TUBITAK) and universities.

8. Projects are carried out in order to provide children with opportunity for a quality pre-school education in areas where access to pre-school education is low.

9. Attempts to increase the number of institutions and classrooms are in the pipeline in cooperation with the non-governmental organizations, philanthropists and private sector to meet institution needs in the regions that pre-school institutions is insufficient.

10. "Early Learning Program" is applied in order to promote the effective use of information and communication technologies in early childhood education for children's cognitive and social development.

Although Turkey still has some way to go in achieving full access to pre-primary education, participation at this level has significantly increased since the adoption of the EFA goals. Gross enrolment ratio in pre-primary education has increased from 6,5% in 2000 to 28% in 2014. It is expected that the above mentioned recent reforms will further contribute to increasing access to high quality pre-primary education services.

3.2 Universalization of Primary/Basic Education

According to the 42nd article of the Constitution, no one shall be deprived of the right of training and education. Primary education is compulsory for all citizens of both sexes and is free of charge at State schools. Training, education, research and study are the only activities that shall be pursued at institutions of training and education. These activities cannot be obstructed in any way.

In the 7th article of Basic Law of National Education dated 14/06/1973 and no 1739 that organizes the basic principles of the functioning of the education system states that primary education is the right of every Turkish citizen .In the 22nd article of the law states that primary education is free and involves boys and girls between the ages of 6-14.

Prior to the academic year (2012-13), the Turkish education structure was based on a law passed in 1997 that mandated eight years of compulsory primary education, followed by three years (later amended to four years in 2005) of optional secondary education. In the pre-2012

system, students were eligible to begin secondary education after graduating from eight years of primary school at the age of 14.

With the passage of law no 6287 in 30/03/ 2012, compulsory education has been extended to 12 years and split into three levels of four years (4+4+4). The first level is a 4 years of primary school (1st 2nd 3rd and 4th grade), the second level is 4 years of secondary school (5th, 6th, 7th and 8th grade) and the third level is 4 years of high school (9th, 10th, 11th and 12nd). Thus, horizontal and vertical switch between the levels is allowed and students have the right of choice based on individual's talent and development thanks to the flexible structure. The new structure of 12 years compulsory schooling would imply, in principle, 100% enrolment which has been reflected in the expected change of focus from enrolment towards attendance and reduction of drop-out.

Along with changes in the structure of primary education, the age of entry has also been lowered. Students who will reach 66 months (five and a half years of age) during the school year are now required to enroll at primary school, which has essentially created a double cohort of entering primary school students in the school year (2012-13). Additionally, children who turn 60 months during the school year are able to register in primary school with the consent of their parents.

In this matter, it is paralleled with the general practice in the world, and individuals who start education at early ages are provided a step into the life a year earlier. In eight-year compulsory education, students in the 1st grade and 8th grade students are playing in the same garden, using the same toilet and e.t.c. With the new system students who study at different levels are in separate buildings.

Programmes for Disadvantaged Children in Education

Strengthening Pre-School Education Project: Implemented by the Ministry of National Education (MoNE), *Strengthening Pre-School Education Project* is carried out under the 2008 programming of Pre-Accession Assistance (IPA) provided for supporting the financing of harmonization with the EU acquis, within the framework of Turkey - EU Financial Cooperation process. With implementation period of 43 months, the project went into action in March 12, 2010 under the responsibility of the MoNE General Directorate for Basic Education, under the coordination of General Directorate for EU & Foreign Relations and with technical support from UNICEF. The project budget is 16.8 million €; The Republic of Turkey has

contributed 1.37 million € and UNICEF has contributed 1 million €. With a general objective to contribute to increase enrollment and attendance of disadvantaged children and their families in child daycare and pre-school education, The Project's aim is development and forming of quality child daycare and pre-school education services for disadvantaged children and their families through the development of community-based models and partnerships with the capacity of MoNE's institutions, public institutions, municipalities and NGOs.

Summer Training and Mobile Classroom activities are also carried out to support and expand early childhood education. With the summer trainings, trainings (not exceeds two months) are carried out to promote and improve pre-school education and meet the demands of working parents by giving priority to children who cannot benefit from preschool education. Mobile Classroom activities continue as an alternative model to institutional pre-school education in order to support the development of children who cannot attend pre-school education and financially challenged families' children. These activities are implemented through the protocols made among the Ministry of Education, governors, mayors, universities and civil society organizations.

International Inspiration Project: Under the coordination of MoNE General Directorate for Basic Education, "International Inspiration Project" is launched with the participation of Board of Education, Ministry of Youth and Sports, Ministry of Family and Social Policy, UNICEF, British Council, National Olympic Committee of Turkey and National Paralympic Committee of Turkey. Project aims to make a difference in the lives of disabled and disadvantaged children and young people by using effectively physical education, sport, physical activity and game in schools and at the community level. Within the scope of 12-year compulsory education, the process of restructuring in the curriculum has begun and in this context, for grades 1-4 "Play and Physical Activities Courses" has been added. This course has been considered as 5 hours a week, including one hour every day in 1-3 grades. In 4th grade, it is determined as 2 hours per week. It is a compulsory course. Within the scope of the project for the teaching of the lesson, "Curriculum of Play and Physical Activities", "Physical Activity Cards (FEC)," and "I Play Games Collection Booklet" has been prepared. Printing of aforementioned materials and the distribution process of them to first-grade-teachers has been started. Under the project, curriculum of Physical Education and Sports and modular education programs for Sports and Physical Activities courses are prepared for 5-8th grades. Programs have been prepared with the objectives to ensure the active participation of the disabled students. Drawings are made to the schoolyards in order to ensure

students play and support the holistic development of students. While drawings are made, it is essential to ensure the participation of students with disabilities.

Social Assistance Intended to Struggle Against Poverty

Conditional Cash Transfer: Basic social assistance for child poverty in Turkey is Conditional Cash Transfer. Conditional Cash Transfer has been accepted as a part of *Social Risk Mitigation Project* supported by the World Bank following the economic crisis in 2001. Since 2007, Conditional Cash Transfer is funded by the Social Solidarity Fund Resources. It is the largest program of General Directorate for Social Assistance and Solidarity (SYGM) in the context of beneficiary number and the funds allocated to the program corresponding to one-third of total social assistance expenditures spent by SYGM. This program is a support program with budget accounts assisted that the quality of candidates is determined by the procedures of center / computed income and value test.

In collaboration with Ministry of Health and MoNE, cash transfers are carried out to the poorest areas (6 percent of the poorest population) in condition to encourage families to use the services of health and education. Educational supports are executed provided that the families enroll their children in school. Also, health supports are executed in condition that pregnant women and families with children older than six years go to health centers for regular check-ups (general health check).

Conditional Cash Transfers for the school enrollment are as follows:

- 30 ₺/ per month for every male student in primary school
- 35 ₺ / per month for every female student in primary school
- 45 ₺ / per month for every male student in low-secondary school
- 55 ₺ / per month for every female student in low-secondary school

There are some studies made, published or is still being carried out on the assessment of the impact of social transfers. These studies include findings on child poverty however they are not concentrated directly on children (Ahmed et al., 2006). They have conducted an impact analysis on the first year of Conditional Cash Transfer program. The effects on health and education success have been examined by using regression analysis method applied on large household survey data, beneficiary and non-beneficiary households and the average results between the

beneficiaries that are close to the threshold value, used to determine the quality program opportunities mandate test scores have been compared (Ahmed et al. 2007). According to the results, the ones using the program regularly, Conditional Cash Transfer program;

1. Has increased the enrollment of girls in lower-secondary education by 10.7 percent.
2. Helped increase at a rate of 16.7 percent in the event of lower-secondary school enrollment among children aged 14-17 in rural areas.
3. While raising the participation of girls in primary school by 2.2 percent in the urban context; in the rural context, a significant effect has not been for girls.
4. Has increased the participation of girls in lower-secondary schools by 5.4 percent.
5. Has increased test scores / academic success of children in lower-secondary school.
6. Has increased full vaccination rates by 5 percent.
7. Has increased the rate of per capita calorie consumption by 22.6 percent.

Social Assistance in Education Field

Free Course Books

Distribution of free course books in schools is one of the social assistance provided in education field. In 2003, the Ministry of Education began to distribute free course books to all children in primary school. In 2006 the program was expanded to include secondary education. This policy is financed by transfers of Social Solidarity Fund of the Ministry of Education. In 2011, the total amount of transfer reached to 265 million Turkish Liras; this was one-third of the total transfers made from the Social Solidarity Fund and the half of transfers that made to the Ministry of Education. As the course books are distributed without any condition, this social policy tool is a good example of reducing the burden of school expenses without shaming poor students.

Training Materials Assistance

Stationery supplies such as school uniforms, handbags, shoes, school materials are provided for students who needs at the beginning of the school term. This assistance is made for primary and secondary school students twice a year. The total expenditure under this program is 103,443,272 Turkish Liras.

School Transport

School Transport is an implementation in order to ensure equity and equality in education and to give a high-quality education opportunity for primary and secondary school students who are in settlements without school, underpopulated or dispersed, and for students in schools with multigrade class teaching. Students living in the mentioned places are being transported to the schools known as transportation center and continue their education in these schools.

Lunch and Nutrition Aid Programs in School Transport

School transport is implemented by MoNE in order to provide opportunity to students in the areas without school or underpopulated. Students are transported from home to school and from school to home every day. In the 2010-2011 academic year, 800.000 children in primary and secondary school were registered in school transport implementation. In this system, MoNE takes on the costs of transportation and Social Assistance and Solidarity Fund takes on the costs of lunch for students within school transport. In 2011, the Social Assistance and Solidarity Fund transferred 200 million Turkish Liras to Ministry of Education for the expenses of lunch of the students.

All these efforts, supported with a special focus on girls, socio-economically disadvantaged students and those with disabilities, have yielded remarkable results as it can be said that Turkey has already achieved the EFA goal of universal primary education. While net enrolment ratio in basic (primary and lower secondary) education was 98,4% for boys and 88,5% for girls in 2000, it has increased to 99,4% for boys and 99,2% for girls in 2014. In addition to achieving full enrolment in primary education, the picture regarding completion is also quite rewarding as virtually all students who enter primary school in Turkey reach the last grade. According to UIS data, the survival rate to the last grade of primary school was 99% in the school year 2009-2010. Moreover, remarkable progress has been made in terms of enhancing girls' access to basic education since the adoption of the EFA goals. Gender parity index in net enrolment ratio in basic education which was 0,90 in 2000 has become 1,00 in 2014 meaning that Turkey has achieved gender equality in access to primary education.

3.3 Meeting the Learning Needs of Youths and Adults

The main actor of adult education in Turkey is the Ministry of National Education. Directorate General for Lifelong Learning carries adult education activities according to the Turkish Constitution and Basic Education Law (1739). Non-formal education activities are

planned according to the needs of planned development objectives under the characteristics of society, also democracy and human rights in line with the universal laws. It aims:

- a) national integration and personal development of individuals ,
- b) to teach reading and writing to those who do not , who knows lacking to complete their education to prepare for the continuing education opportunities ,
- c) the effective and right use of Turkish ,
- d) the protection of national cultural values ,
- d) To make effective vocational and technical training according to local requirements of education, training, production and employment to upbringing a qualified workforce
- e) adaptation to new environment
- f) to increase awareness in health care, family planning, nutrition and housing, healthy, good quality manufacturer and be conscious consumers
- g) to give the individuals the opportunity to develop their scientific , entrepreneurial , technological, economic , social and cultural skills with an understanding of lifelong learning
- h) to give support Turkish family structure by family education programs and by strengthening the social structure of the community
- i) to increase the literacy and skills of individuals who require special education.
- j) to develop the culture of love, tolerance , dialogue, cooperation, respect for diversity , solidarity and knowledge to ensure the development of a culture of sharing
- k) to make studies for the social and economic life of the elderly for active participation.

Primary Education and Training Law 6287 raised mandatory education to 12 years so has made huge step to upgrade the average education duration. This will be contributing to the participation to education and lifelong learning process as well.

Another activity that has contributed to adult education is active labor market courses organized by İŞKUR in cooperation with DG LLL. It improves the skills of the adults and employment is guaranteed.

Also specifically through projects and campaigns adult education is encouraged. “Let’s Make Schools Living Spaces” Project provides learning spaces for everyone. “Adult Education Project” has activities to raise awareness on adult education and trainings on gaining Digital Learning skills.

It can be said that key competencies are most frequently asked learning needs. According to the results of Adult Education Project Research done in 2013 adults declared that they need to improve skills on a foreign language, Turkish language, sports, digital learning and IT.

- Turkish Qualifications Framework (TQF) has been prepared by MoNE, Higher Education Institution and Institution of Vocational Qualifications coordinating with relevant institutions.
- Vocational standards are updated to meet the needs of the labor market.
- Ongoing curriculum is regularly updated by MoNE harmonized with the TQF for participating adults to gain new proficiencies.
- Directorate General for Lifelong Learning under MoNE is established in 2011 which contributed to the coordination of LLL activities in Turkey.
- Recognition of Prior Learning process is started. Pilot implementation on 3 occupations was achieved in 2013.
- Lifelong Learning web portal is opened in 2013 in order to inform public on all kinds of learning and employment opportunities.

To improve skills and competencies of individuals of different age and level of education in order to ensure their employability and socio-cultural development and also to perform a transition towards a learning society would be the vision of the country.

Significant progress has been also made regarding access to lower and upper secondary education since 2000. Net enrolment ratio in lower secondary education has reached 94,5% (94,6% for boys and 94.5% for girls) in 2014 implying that Turkey is very close to achieving the lower secondary education enrolment target of at least 95% by 2015. Net enrolment rate in upper secondary education has almost doubled during this period reaching from 40,4% in 2000 to 76,7% in 2014. It is also noteworthy that this increase has been achieved without leaving girls behind. Gender parity index regarding net enrolment ratio in upper secondary education which was 0,83 in 2000 has risen to 0,99 in 2014. With the inclusion of upper secondary education as part of compulsory education in 2012, universal secondary enrolment will be reached in the following years.

3.4 Improving adult literacy level

Policies are existing and campaigns are ongoing to eradicate illiteracy in the country. “Primary education is compulsory for all citizens, male and female, and is free in state

schools” is the expression in the Constitution. In addition to this, 1739 Fundamental Law of the National Education accords everyone the right to be educated. Also the non-formal education institutions of Directorate General for Life Long Learning provide free courses for stated illiterate individuals.

Positive factors affecting achievement of the EFA goal of improving adult literacy by 50 percent are that provided trainings are free and open for everyone. All schools can be used in cooperation with non-formal education institutions for adult education (outside the formal education hours). The schooling rates and years of girls used to be an obstacle. However this has changed by applied policies and campaigns since 2000s. According to Turkish Statistical Institution data in 2013, illiterate age group is over 65 years old. Those individuals did not have education because of reluctance and their health problems.

Campaigns are carried out from time to time for imparting literacy to adults. For example “Mother and Daughter are at School” campaign has been applied since 2008. Literacy is no longer a serious problematic area for Turkey. Organizing trainings for adults in order to help them acquire key competencies is one of our aims stated in Lifelong Learning Strategy Paper 2014-2018. Participation to LLL will rise with the trainings of adults on key competencies, also by distance learning methods.

In 2012 youth literacy rate has reached 98,9%, 4 percentage point higher than the literacy rate of the population aged 15 and older which was 94,9%. As a result of countrywide initiatives to eradicate illiteracy, Turkey has already achieved the adult literacy target of at least 95%.

3.5 Gender Parity and Equality in Education

Ensuring girls’ full and equal access to all levels of education has always been one of the issues given utmost importance by Turkey. Various initiatives such as Girls to School Campaign and Conditional Cash Transfer have contributed to closing the enrolment gap between girls and boys. Targets to close the gender gap in participation in education have been set in the 2010-2014 Strategic Plan of the Ministry of National Education.

It can now be said that all the efforts made throughout the many years have yielded quite satisfactory results as enrollment data for the school year 2013-2014 displays that gender parity in all levels of education from pre-primary to upper secondary has already been achieved.

The below mentioned project is a recent example of the range of initiatives aimed at enhancing girls' access to education,

Project for Increasing Enrolment Rates Especially for Girls (ISEG)

Project for Increasing Enrolment Rates Especially for Girls (ISEG) was initiated on 3 May, 2011 for the purpose of increasing enrolment rates particularly for girls; to promote the quality of education, strengthen the link between education and employment and to increase the rate of investment in human resources. The Project, which was completed on 2 July, 2013, was implemented by the Ministry of National Education; the Ministry of Labor and Social Security is the Contracting Authority and Operating Structure of the project.

ISEG was implemented in 16 pilot provinces selected out of 43 NUTS II provinces, where the enrolment rates of girls were found to be the lowest. It is planned to disseminate the outcomes of this project in 43 provinces, with priority to the provinces of Hakkari and Iğdir.



Despite the fact that we have come far in the last 10 years in access to education among regions and between genders, attendance to school, skills development and access to employment; status of woman and girls in social life still needed to be supported. We developed our plans by giving the priority to matter. Ahead of us, we had two years and activities to be performed, results to be reached...

Our main goal was to enhance investment in human capital by increasing the education quality, strengthening the link between education and the labour market and raising school enrolment rates for all levels, especially for girls.

We have aimed to achieve the below four objectives, towards the main purpose:

- * Increasing the rate of enrolment in primary, secondary and vocational education,
- * Decreasing the rate of dropout in primary and secondary education,
- * Developing vocational skills and competences of the existing workforce,
- * Increasing the awareness of the parents on importance of education.

In line with these purposes, we have determined our target groups as below:

- * **Students;** especially girls at the age of primary and secondary education,
- * **Parents/Guardians;** especially parents who do want their daughters to go to school or cannot send their daughters to school, guardians,
- * **Educators;** especially teachers who provide psychological counselling and guidance to the target children, form teachers,
- * **Local Opinion Leaders;** leaders and local level decision makers,
- * **Mainstream and Local Media Representatives;** mainstream media and local media representatives in the 16 cities that the project is applied.

In the beginning, the duration of implementation was determined as 24 months. However, in March 2012, 12 years of compulsory education was put into practice and as to apply the changes made to some of the project activities, duration of the project has been extended for two months, and all the activities were completed in 26 months.

3.6 Quality of Education

The second part of the National Education Basic Law, Basic Principles of Turkish National Education which support the concept of quality in education are as following:

- Generality and equality (educational institutions are open to all regardless of race, sex, or religion),
- Meeting the needs of the individual and society,
- Orientation (individuals are directed towards programmes or schools depending on their interests, talents, and abilities),

- Ensuring that everybody enjoys the right to basic education,
- Providing equal opportunities,
- Continuity (it is essential that the general and vocational education of individuals lasts for a lifetime),
- Conformity with Atatürk's reforms and principles, and Atatürk's Nationalism,
- Democracy education,
- Secularism,
- The scientific approach,
- Planning,
- Co-education,
- School-family co-operation,
- Education everywhere.

Rules and regulations belonging to the Ministry of National Education were created in accordance with the Basic Principles of National Education. In accordance with this law, the Ministry of Education was reorganized the Directive of Quality Education Management System in 2013. The aim of this directive is to regulate the procedures and principles of establishing a quality management system at central, provincial and foreign intuitions affiliated with Ministry of National Education and awarding outstanding achievements of organizations and teams that show outstanding achievements according to their equals.

The quality of education is a process within a plan that ensures the satisfaction of the beneficiaries of educational services, requires a participatory perspective that uses the full potential of the teaching staff and supports the development of educational environments which contributes to the development of the students. Following projects are being executed in the schools in our country to ensure access of all students to quality education.

Primary Schools Standards

Developed by Ministry of Education and has been implemented across the country since April 2011, Primary Schools Standards is an internal audit and self-assessment system that provides

collecting, analyzing and evaluating of data on all kinds of services provided for children at school at school, district and provincial level with the participation of administrators, teachers, children and parents through Primary Schools Standards Software Module on MEBBİS.

Primary Schools Standards is a study that assesses the current state of the schools, shows the difference between the current situation and the ideal school structure, eliminates the quantitative differences between the schools and makes all of the schools to reach desired qualities.

Policies and strategies related to the five-year process are being set both in the development plans and strategic plan of the ministry in order to improve the quality of education in our country, perpetuate the concept of quality in education and enable continuity of quality education by monitoring transformation and changes occurring in education. Necessary policy measures are taken by the ministry in order to achieve the objectives set out in these documents.

As well known, we live in a very globalized and competitive century. The speed of change in information and communication technologies is incredible. This new structure of economic relationship enforces “changes” in all other areas of life. Due to its role on social transformation, education is one of the most affected area of this change. Keeping in mind that we are surrounded by the global effects, Turkey focuses on national issues about the quality of education:

-National Education Quality Framework

-Turkish Qualifications Framework

-Vocational Qualifications Authority

-Improving the Quality of Vocational Education and Training Project (IQVET)

Recent assessments of learning achievement have shown that a sizeable percentage of children is acquiring only a fraction of the knowledge and skills they are expected to master. What students are meant to learn has often not been clearly defined, well-taught or accurately assessed. Close relationship among economy, technology and education, necessitates a new education structure which is more democratic, scientific, flexible, dynamic, and more compatible with the international quality values and criteria.

Turkish Ministry of National Education assessed graduates of basic education only through knowledge-based central examinations namely «Level Determination Test» up to 2013. This was a unique exam at the end of 8th grade which forced students into a stressful process.

Also, tertiary education which is under the responsibility of Council of Higher Education in Turkey still accepts students through a central exam after 12th grade again without taking their tendencies, attitudes, skills and behaviors into account.

Turkey has prepared a National Education Quality Framework including some «milestones» compared with the last decade's education system. Quality framework is a step to get evidence based decisions. In line with the developed framework, indicators will be determined and depending on indicators necessary measurements will be performed. This measurement results are going to be used to get an education quality index which is similar to the economic index. For instance, we will get a mathematics score for each student, school, and the country as a whole. This evidence will guide us to develop appropriate strategies and policies to improve our system.

MONE puts great emphasis on National Education Quality Framework. So far 14 clusters have been prepared in line with the priority areas and sub-clusters are determined with their main objectives. In accordance with these objectives assessment tools are being developed currently for these sub-clusters. Framework is ready for the signature of the highest authority.

Indexing Sample:

1. Students' Basic Learning Outcomes

1.1. Mathematics

1.1.1 Valuing mathematical thinking

1.1.2 Formulating cases, facts and states mathematically

.....

1.8. Human Rights, Citizenship

1.8.1 Individual Rights and Preferences

1.8.1.1 Thinking, believing, behaving, making decision independently and acting with the ethical responsibility towards humanity.

1.8.1.2. Approving individual rights and liberties

1.8.1.3. Allowing cultural diversities

.....

National Education Quality Framework has one main and two supporting parts. Students' Basic Learning Outcomes are the main objectives of the system. Service Quality and Management are two main supporters for these learning processes.

TQF

Turkish Qualifications Framework is almost concluded and submitted for the latest signatures. TQF is designed to cover all qualifications with quality assurance provided and gained through primary, lower secondary, upper secondary, higher education including general, vocational and academic programs and other learning paths. It enables the classification of qualifications through an integrated structure with the provided quality assurance. NQF covers all qualifications under the responsibility of MONE, VQA and Council of Higher Education including all other qualifications under the responsibility of related institutions.

TQF aims:

- increasing international and national transparency in education
- shifting the focus of education and training from learning incomes to learning outcomes
- providing reference point for quality assurance studies
- strengthening cooperation among all stakeholders
- promoting lifelong learning studies and providing validity for informal and non-formal learning
- supporting horizontal and vertical transitions in the system

Vocational Qualifications Authority was established in 2006 and has three main functions:

- Establishing the National Qualifications Framework,
- Developing National Occupational Standards and National Qualifications,
- Establishing and operating the testing-assessment and certification system,

EU supported project named "*Project for Improving the Quality of Vocational Education and Training in Turkey.*" *IQVET*

Started in 2012, it is an ongoing project and has four main outcomes:

1-Establishment of National Quality Assurance System and National Quality Assurance Center in Turkey

2-Preperation of the Strategy Report on Building Greater Trust on Vocational and Technical Education System

3-Preparation of Quality Management Guideline: will be prepared for high level managers of vocational and technical education institutions and will be used for the approval of self-evaluation results by managers.

4-Preparation of Self Evaluation Guideline: It will be prepared for teachers, trainers, managers, other educational staff, and parents.

Section 4: Implementation of EFA strategies

As it is mentioned in 10th Development Plan at article 137 and other articles; within the scope of providing equal opportunities and improving educational service; free course books, conditional cash transfer and bussing program have been started, recruitment of teachers and professional development educations increased, share allocated for education has been increased, FATİH Project with its ICT equipment and infrastructure was started, 12 years compulsory education was organized and in line with the increase in compulsory education curricula has been revised. Human and physical infrastructures have been ameliorated, enrolment rates notably of the girls increased in all levels of education system.

In the 1999/2000 academic year, while the gross enrolment ratio for 3-5 year olds in pre-school education was 6.5 %, 102.7 % in primary education and 58.84 % in secondary education, in the 2013-2014 academic year, the gross enrollment ratio is 28 % in pre-school education, 111.9 % in primary education and 103.26 % in secondary education. Partial improvement in the mean scores is provided in the international research that evaluates the performance of the system and outcomes of education.

Although the population's education level rises, it has continued to remain low according to the OECD and EU average. With involving secondary education into compulsory education and as a result of the developments in access to higher education, the educational level of the population is expected to increase. On the other hand, the education system was insufficient to meet the needs of the labor market, and the decrease in the unemployment rate of young trained people was limited.

Despite the improvement in access to education, the need to improve the quality of education and reduce the differences among regions and type of school achievement levels remains to be significant. In this context, the needs to enhance the quality of the learning environment in the framework of equality and equity, restructure teacher training and development system

based on competency, develop career development and performance evaluation system, ensure efficiency in monitoring and evaluation activities, increase the quantity and quality of academic staff, provide integration of information and communication technologies to the curriculum, expand pre-school education, improve the effectiveness of the mechanisms for strengthening the relationship between education and employment continue.

There is significant progress in transition ratios, enrollment rates, schooling indicators and gender equality but regional differences maintain their importance. Challenges need to be brought into the forefront are adaptation problem of students and teachers arouse from rapid changes in technology, education and correspondingly new responsibilities in teaching and learning process. Classroom deficit stem from increasing enrollment rates and schooling ratios is being compensated by new school buildings. Another challenge is insufficient in-service training for teachers.

Section 5: Prospects for Post-2015

Policies in the 10th Development Plan for period 2014-2018 related to education are as follows:

- Quality-driven transformation which improves individuals' personality and ability and strengthens compliance with the labor market within the framework of lifelong learning approach, based on equal opportunities will continue.

- A transformation program that school types is reduced, allows flexible transitions between programs, have more sporting, artistic and cultural activities aimed at students' mental and physical development, has a curriculum that have been integrated into information and communication technologies, not exam-oriented, respects individual differences will be applied.

- Pre-school education that contributes to students' social, emotional, intellectual and physical development will be expanded by supporting access of underprivileged households and region.

- In primary and secondary education, access of all children particularly children with disabilities and girls will be ensured and rate of repetition and dropout will be reduced.

- Human and physical infrastructure will be strengthened in accordance with inclusive education of individuals with disabilities who needs special education and gifted individuals in order to provide education in appropriate environments.

- Foreign language education will be started at an early age, regulations will be done to ensure learning of individuals at least a good level of a foreign language.
- Transition to secondary and higher education system will have an assessment of process-oriented structure with the support of guidance services which takes into account students' interests and abilities.
- In order to ensure the monitoring of student achievements to allow evaluating the performance of the education system, class-based achievement levels, qualifications and standards will be determined, multi-evaluation and monitoring mechanism will be developed at the national level.
- Teaching profession will be more attractive; interaction between faculties of teacher education and schools will be strengthened; teacher training and development system will be organized which is based on teachers' and students' qualifications, encourages continuous personal and professional development and is based on a career development and performance-based structure.
- Experienced teachers will be encouraged to work in disadvantaged areas and schools in for a long term.
- The authority and responsibility of the school administration in the budgeting process will be enhanced.
- Crowded classrooms, multi-grade classroom teaching and double shift education will be reduced and students' hostels will be expanded.
- Alternative financing models will be developed in education, opening of educational institutions of private sector and active participation of professional organizations and private sector in the administrative and financial aspects of the vocational training process will be encouraged.
- Information and communication technology infrastructure will be developed in formal and non-formal education institutions, competencies of students and teachers to use this technology will be increased. The implementation phase of the Fatih Project will be completed and by developing quantitative and qualitative indicators about the integration of technology in education, impact assessment will be carried out.
- Unity between the education system and the labor market will be increased through gaining the skills and competencies that are necessary for working life from the perspective of lifelong learning, adopting of an entrepreneurial culture and strengthening school-business relations by taking into account the medium and long-term projections in vocational and technical education.

-By creating National Qualifications Framework, education and training programs will be updated based on national occupational standards, nationally and internationally recognized diploma and certification system which contains the recognition of prior learning and supports student mobility will be developed.

Annexes:

Indicators for EFA 2015 Review

References

MoNE, (2012-2013). Ministry of National Education Statistics

MoNE,(2013-2014). Ministry of National Education Statistics

MoNE, (2010-2014). Strategic Plan of the Ministry of National Education

10th Development Plan, (2014-2018)

UNICEF (2003). A Gender Review in Education, Turkey.

GOAL 1	1999/'00			2004/'05			2009/'10			2013/'14			Source
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Gross Enrolment Ratio in pre-primary education (age 3-5)	6,5	6,7	6,3	11	11,3	10,7	26,9	27,3	26,5	28	28,6	27,4	UIS for 2000, 2005 data; MoNE for 2010, 2014 data
Percentage of new entrants to primary Grade 1 who have attended pre-primary education	14,6	14,7	14,5	22,8	23,0	22,5	51,8	53,3	50,2	41,9	43,6	40,2	MoNE Note: The percentages reflect the ratio of students aged 5 in pre-primary education in the previous year to students aged 6 in primary grade 1 in the reference year. Thus, the figures may be an underestimation of new entrants to grade 1 who have attended ECCE programmes.
Enrolment in private pre-primary education as a percentage of total enrolment in pre-primary education	15,7			8,8			9,0			12,8			MoNE
Central public expenditure on pre-primary education as a percentage of total central public expenditure on pre-primary to upper secondary education	0,1			0,9			1,2			1,4			MoNE
Pupil/Teacher Ratio in pre-primary education	16,7			23,0			19,6			18,3			MoNE

GOAL 2

	1999/'00			2004/'05			2009/'10			2013/'14			Source
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Gross Intake Rate in primary education				102,7	104,7	100,5	117,7	117,5	117,9	104,8	108,9	100,4	UIS for 2005 data; MoNE for 2010, 2014 data
Adjusted Net Intake Rate in primary education	89,3	92,7	85,9	91,1	92,3	89,8	96,1	95,7	96,4	98,4	98	98,7	UIS for 2000, 2005 data; MoNE for 2010, 2014 data
Gross Enrolment Ratio in primary education	102,7	107,5	97,9	103,8	106,4	101,1	102,4	103,1	101,7	111,9	111,5	112,4	UIS for 2000, 2005, 2010 data; MoNE for 2014 data
Gross Enrolment Ratio in primary+lower secondary education	97,5	103,3	91,5	95,7	99,5	91,9	106,5	107,1	105,9	110,4	109,2	111,6	MoNE
Net Enrolment Ratio in primary+lower secondary education	93,5	98,4	88,5	89,7	92,6	86,7	98,2	98,5	97,9	99,3	99,4	99,2	MoNE
Net Enrolment Ratio in primary education (2013/2014)										99,6	99,5	99,6	MoNE
Net Enrolment Ratio in lower secondary education (2013/2014)										94,5	94,6	94,5	MoNE

	1998/'99			2009/'10			Source
	Total	Male	Female	Total	Male	Female	
Adjusted net enrolment ratio in primary education	94	98	90	99	100	98	UIS
Survival rate to last grade of primary education				99	98	100	Survival rate data is for the school year ending in 2009.

	2002/'03			2004/'05			2009/'10			Source
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Effective transition rate from primary to general secondary education	98	99	96	98	100	97	99	98	100	UIS

	2004/'05			2009/'10			2012/'13			Source
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
Percentage of primary school repeaters	2,5	2,4	2,7	1,7	1,6	1,8	2	1,9	2,2	MoNE
Percentage of repeaters in grade 1	4,2	4,5	3,8	4,7	4,8	4,7	4,3	4,1	4,5	
Percentage of repeaters in grade 2	1,9	1,9	1,9	0,8	0,8	0,9	0,9	0,8	1,0	
Percentage of repeaters in grade 3	2,0	1,7	2,3	0,7	0,6	0,8	0,8	0,6	0,9	
Percentage of repeaters in grade 4	2,3	1,9	2,8	1,0	0,7	1,2	1,1	0,8	1,4	
Percentage of repeaters in grade 5	2,2	1,7	2,8	1,1	0,7	1,4	N/A	N/A	N/A	

	2000	2005	2010	2013	Source
Total education budget (budgets of MoNE and HEC+Universities) as a percentage of GDP	2,6	3,1	3,4	4	MoNE
MoNE's budget as a percentage of GDP	2	2,3	2,6	3,1	
Total education budget (budgets of MoNE and HEC+Universities) as a percentage of central government budget	9,4	12,9	13,1	15,5	
MoNE's budget as a percentage of central government budget	7,2	9,5	9,8	11,8	
Central public current expenditure on basic (primary+lower secondary) education as a percentage of GDP	1,1	1,2	1,5	1,3	
Central public expenditure on basic (primary+lower secondary) education as a percentage of total central public expenditure on pre-primary to upper secondary education	51,6	57,8	58,9	51,9	

	1997/98						2004/05						2008/09						2012/13						Source		
	Secondary education		General education		Vocational and technical education		Secondary education		General education		Vocational and technical		Secondary education		General education		Vocational and technical		Secondary education		General education		Vocational and technical				
	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female			
Open Enrollment Rate in upper secondary education	58.84	65.21	48.42				80.9	89.33	73.84	84.13	89.84	78.92	43.31	44.12	40.31	51.38	55.28	47.54	102.38	102.53	109.25	33.43	35.18	35.26	41.81	30.88	44.28
Real Expenditure Ratio in upper secondary education	43.79	44.75	35.52				56.82	58.09	50.33	64.92	67.95	62.15	33.11	32.82	34.63	39.99	42.94	37.02	74.92	75.75	72.62	36.12	39.65	38.29	42.84	42.90	32.42

	1997/98				2004/05				2008/09				2012/13				Source
	Number of Schools		Percentage of Schools		Number of Schools		Percentage of Schools		Number of Schools		Percentage of Schools		Number of Schools		Percentage of Schools		
	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	General	Vocational/Technical	
Number and percentage distribution of general and vocational/technical upper secondary schools	2,024	3,344	41	58	3,872	3,877	43	57	5,042	4,846	44	54	3,344	3,233	34	66	

	1997/98										2004/05										2008/09										2012/13										Source					
	Number of Students					Percentage of students					Number of Students					Percentage of students					Number of Students					Percentage of students					Number of Students					Percentage of students										
	General	Vocational/Technical	General	Vocational/Technical	Total	Male	Female	Total	Male	Female	General	Vocational/Technical	General	Vocational/Technical	Total	Male	Female	General	Vocational/Technical	General	Vocational/Technical	Total	Male	Female	General	Vocational/Technical	General	Vocational/Technical	Total	Male	Female	General	Vocational/Technical	General	Vocational/Technical	Total	Male	Female								
Number and percentage distribution of students enrolled in general and vocational/technical upper secondary education	1,709,812	275,202	654,837	518,418	554,847	737,723	60	29	63	61	37	1,837,053	1,635,946	891,069	1,509,794	857,460	514,716	64	63	64	38	62	32	2,420,893	1,264,026	1,157,867	1,818,443	1,044,443	783,000	21	32	40	41	43	44	2,905,293	1,458,032	1,418,234	2,710,842	1,371,463	1,342,442	34	32	34	44	43

	1997/98	2004/05	2008/09	2012/13	Source
Central public expenditure on upper secondary education as a percentage of GDP	0.5	0.6	0.8	0.7	MoHE
Central public expenditure on upper secondary education as a percentage of total central public expenditure on primary to upper secondary education	33.8	25.3	27.4	26.3	

GOALS 5	1999/'00			2013/'14			Source
	Male	Female	GPI	Male	Female	GPI	
Gross enrolment ratio in pre-primary education (age 3-5)	6,7	6,3	0,94	28,6	27,4	0,96	UIS for 2000 data; MoNE for 2014 data
Gross Intake Rate in primary education	--	--	--	108,9	100,4	0,92	MoNE
Adjusted Net Intake Rate in primary education	92,7	85,9	0,93	98	98,7	1,01	UIS for 2000 data; MoNE for 2014 data
Gross Enrolment Ratio in primary education	107,5	97,9	0,91	111,5	112,4	1,01	UIS for 2000 data; MoNE for 2014 data
Gross Enrolment Ratio in primary+lower secondary education	103,3	91,5	0,89	109,2	111,6	1,02	MoNE
Net Enrolment Ratio in primary+lower secondary education	98,4	88,5	0,90	99,4	99,2	1,00	MoNE
Net Enrolment Ratio in primary education (2013/2014)	--	--	--	99,5	99,6	1,00	MoNE
Net Enrolment Ratio in lower secondary education (2013/2014)	--	--	--	94,6	94,5	1,00	MoNE
Gross Enrolment Ratio in upper secondary education	65,2	48,4	0,74	106,1	100,3	0,95	MoNE
Gross Enrolment Ratio in lower secondary education	--	--	--	106,9	110,8	1,04	MoNE
Net Enrolment Ratio in upper secondary education	44,1	36,5	0,83	77,2	76,1	0,99	MoNE
	1998/'99			2009/'10			
Adjusted net enrolment ratio in primary education	98	90	0,92	100	98	0,98	UIS
	1998/'99			2008/'09			
Survival rate to last grade of primary education	--	--	--	98	100	1,02	UIS
	2004/'05			2009/'10			
Effective transition rate from primary to general secondary education	100	97	0,97	98	100	1,02	UIS

	1999/'00			2004/'05			2009/'10			2013/'14			
	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary	Lower Secondary	Upper Secondary
Females enrolled as a percentage of total enrollment by level of education	47,5	45,9	41,6	47,8	47,1	43	47,9	48,4	45,7	47,6	48,9	49,6	47,2
Female teachers as a percentage of total number of teachers by level of education	99	44	41	95	46	41	95	52	42	95	58	53	45

GOAL 6:

	1999			2005			2010			Source
	Total	Male	Female	Total	Male	Female	Total	Male	Female	
School life expectancy from primary to tertiary education	10,6	11,8	9,3	11,9	12,8	11	13,8	14,3	13,2	UIS (estimate)

	1999/00			2004/05			2009/10			2013/14				Source
	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary and Lower Secondary	Upper Secondary	Pre-primary	Primary	Lower Secondary	Upper Secondary	
Pupil/teacher ratio by level of education	18	30	14	20	26	16	23	22	18	17	19	18	16	MoNE
Pupil/class ratio by level of education	18	31	31	14	27	28	18	25	26	17	22	27	23	

	2000		2005		2010		2013		Source
	Primary and lower secondary	Upper secondary	Primary and lower secondary	Upper secondary	Primary and lower secondary	Upper secondary	Primary and lower secondary	Upper secondary	
Current public expenditure on textbooks as a percentage of total current public expenditure by level of education			1,3		0,7	0,4	0,5	0,3	MoNE
Personel compensation (teachers and other staff) as a percentage of total current public expenditure by level of education	61,4	12,4	50,2	10,8	54,1	11	51,3	15,6	

The Rate of Participation to Inservice training of teachers who works in different education levels according to number of staff in 2013

	Number of the teachers working in the schools	Number of the teachers who participate in inservice training	Rate of Participation %
Primary schools	247.131	115.300	47
Secondary school	234.827	124.882	53
High School	217.295	135.028	62
Others	4.867	20.071	
Total	704.120	395.281	56

Youth (15-24 years old) literacy rates, by sex

Yaş grubu Age groups	Okuryazarlık Oranı - Literacy Rate (%)		
	Toplam Total	Erkek Males	Kadın Females
15-24	98,92	99,02	98,82

While finding the literacy rates, the registers whose educational status are "Unkown" are not included.

Yetişkinlerin (15 ve üstü yaştaki nüfus) ve Genç Nüfusun (15-24 Yaş) Eğitimsel Kazanımlarına (Tamamladıkları veya Eriştikleri En Yüksek Eğitim Düzeyi:örneğin İlkokul, İlköğretim/Ortaokul, Lise, Yüksekokul) ve Cinsiyete Göre Sayısal ve Oransal Dağılımları

Number and percentage dist. of youth (aged 15-24) and adults (aged 15+) by educational attainment (highest level of education completed or attained e.g. primary, lower secondary, upper secondary, tertiary) and by sex

Yaş grubu Age groups	Cinsiyet Sex	Toplam Total	Bilinmeyen Unknown		Okur Yazar Değil Illiterate		Okur Yazar Fakat Bir Okul Bitirmedi Literate But Not Graduated From A School		İlkokul Primary Education		Alt Ortaöğretim/İlköğretim ve Ortaokul Lower Secondary Education		Üst Ortaöğretim/Lise Upper Secondary Education		Yükseköğretim Tertiary	
			Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)
15-24	Toplam Total	12525858	210876	1,68	121177	0,97	905694	7,23	0	0,00	6661282	53,18	3857767	30,80	769062	6,14
	Erkek Males	6403055	94554	1,48	25833	0,40	349510	5,46	0	0,00	3566526	55,70	2007378	31,35	359254	5,61
	Kadın Females	6122803	116322	1,90	95344	1,56	556184	9,08	0	0,00	3094756	50,54	1850389	30,22	409808	6,69

Yaş grubu Age groups	Cinsiyet Sex	Toplam Total	Bilinmeyen Unknown		Okur Yazar Değil Illiterate		Okur Yazar Fakat Bir Okul Bitirmedi Literate But Not Graduated From A School		İlkokul Primary Education		Alt Ortaöğretim/İlköğretim ve Ortaokul Lower Secondary Education		Üst Ortaöğretim/Lise Upper Secondary Education		Yükseköğretim Tertiary	
			Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)
15+	Toplam Total	56521805	1716318	3,04	2784257	4,93	3784667	6,70	15220028	26,93	14467158	25,60	12096830	21,40	6452547	11,42
	Erkek Males	28171616	883798	3,14	474016	1,68	1209967	4,29	6606954	23,45	8323512	29,55	6951695	24,68	3721674	13,21
	Kadın Females	28350188	832520	2,94	2310241	8,15	2574700	9,08	8613073	30,38	6143646	21,67	5145135	18,15	2730873	9,63

Adults (15 years old and over) literacy rates, by sex

Yaş grubu Age groups	Okuryazarlık Oranı - Literacy Rate (%)		
	Toplam Total	Erkek Males	Kadın Females
15+	94,92	98,26	91,60

While finding the literacy rates, the registers whose educational status are "Unkown" are not included.

Yetişkinlerin (15 ve üstü yaştaki nüfus) Tamamladıkları veya Eriştikleri En Yüksek Eğitim Düzeyine (İlkokul, İlköğretim/Ortaokul, Lise, Yüksekokul) ve Cinsiyete Göre Oransal Dağılımları
 Proportion of adults (15+) by highest level of education completed or attained (primary, lower secondary, upper secondary, tertiary) and by sex

Yaş grubu Age groups	Cinsiyet Sex	Toplam Total	Bilinmeyen Unknown		Okur Yazar Değil Illiterate		Okur Yazar Fakat Bir Okul Bitirmedi Literate But Not Graduated From A School		İlkokul Primary Education		Alt Ortaöğretim/İlköğretim ve Ortaokul Lower Secondary Education		Üst Ortaöğretim/Lise Upper Secondary Education		Yükseköğretim Tertiary	
			Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)	Toplam Total	Oran (%) Rate (%)
15+	Toplam Total	56521805	1716318	3,04	2784257	4,93	3784667	6,70	15220028	26,93	14467158	25,60	12096830	21,40	6452547	11,42
	Erkek Males	28171616	883798	3,14	474016	1,68	1209967	4,29	6606954	23,45	8323512	29,55	6951695	24,68	3721674	13,21
	Kadın Females	28350188	832520	2,94	2310241	8,15	2574700	9,08	8613073	30,38	6143646	21,67	5145135	18,15	2730873	9,63

ğitim kurumlarına göre öğretmen sayıları ile bitiren kursiyerlerin yaş grupları, 2011/'12

Number of teachers and age groups of graduates and educational institution, 2011/'12

	Yaş grubu Age groups					Toplam Total	Öğretmen sayısı Number of teachers			
	0-5	6-14	15-22	23-44	45+		Toplam Total	Erkek Males	Kadın Females	
TR TÜRKİYE	48 292	1 895 042	2 492 431	2 389 525	964 379	7 789 669	111 274	63 088	48 186	TR TÜRKİYE
Halk Eğitim Merkezi	-	1 197 824	851 487	1 379 518	827 677	4 256 506	6 175	3 463	2 712	Public Training Center
Mesleki Eğitim Merkezi	-	-	145 128	111 396	5 439	261 963	4 426	3 587	839	Vocational Training Centre
3308 Kapsamında Açılan Meslek Kursları	-	158	19 918	38 404	5 163	63 643	-	-	-	Vocational Courses Offered Under 3308
Kız Teknik Öğretim Olgunlaşma Enstitüsü	-	-	369	925	256	1 550	511	32	479	Institute of Technical Education for Girls
Turizm Eğitim Merkezi	-	-	1 026	63	7	1 096	101	70	31	Tourism Training Center
Yetişkinler Teknik Eğitim Merkezi	-	-	-	-	-	-	-	-	-	Adults Technical Education Center
Özel Dershane	-	511 172	738 480	30 271	374	1 280 297	51 522	28 538	22 984	Private Courses
Özel Motorlu Taşıt Sürücü Kursu	-	-	610 538	664 725	112 159	1 387 422	22 490	17 132	5 358	Private Motor Vehicle Driving School
Özel Muhtelif Kurslar	426	4 885	66 391	137 199	12 485	221 386	6 452	3 060	3 392	Private Various Courses
Özel Eğitim ve Rehabilitasyon Merkezi	44 051	139 504	53 216	25 261	786	262 818	15 076	4 934	10 142	Special Education and Rehabilitation Center
Özel Eğitim Okulu (Yaygın Eğitim)	3 160	10 873	4 316	1 735	24	20 108	-	-	-	Special Education Schools (Non-Formal Education)
Özel Etüt Eğitim Merkezi	655	20 658	262	28	9	21 612	1 520	528	992	Private Preliminary Study Education Center
Rehberlik ve Araştırma Merkezi	-	-	-	-	-	-	2 332	1 321	1 011	Guidance and Research Centre
Bilim ve Sanat Merkezi (Üstün veya Özel Yetenekliler)	-	9 968	1 300	-	-	11 268	669	423	246	Science and Art Center (Superior or Special Talented)

Not 1. Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğüne bağlı Öğretilebilir Zihinsel Engelliler İş Eğitim Merkezleri ve Otistik Çocuklar İş Eğitim Merkezleri örgün eğitime aktarılmıştır.
2. 22/08/2012 tarih ve B.08.0.HBÖ.0.01.00.00-020/3808 sayılı Bakanlık makam onayıyla pratik kız sanat okulları halk eğitim merkezine dönüştürülmüştür.
(1)İstatistiki Bölge Birimleri Sınıflaması

Note 1. The Special Education and Counseling Services Job Training Centers for the Mentally Handicapped of the General Directorate of L and Job Training Centers for Autistic Children transferred to formal education.
2. 22.08.2012 date and number B.08.0.HBÖ.0.01.00.00-020/3808 authority with the approval of the Ministry, Public Training Center transformed into practical trade schools for girls.
(1) Statistical Regions

Yaygın eğitim kurumlarının türlerine göre kurum, kursiyer, öğretmen ve derslik sayısı
[2011/'12 Öğretim yılı sonu]

Number of institutions, participants, teachers and classrooms by kind of non-formal education institutions
[End of the Educational year 2011/'12]

Kurum/ Merkez Türü	Kursiyer - Participant				Öğretmen - Teacher			Derslik Classroom	Kind of Institution/Center
	Kurum Institution	Toplam Total	Erkek Males	Kadın Females	Toplam Total	Erkek Males	Kadın Females		
Yaygın Eğitim Toplamı	13 732	8 071 508	3 889 575	4 181 933	111 274	63 088	48 186	85 540	Non-formal Education Total
Resmî	1 614	4 755 501	1 876 234	2 879 267	14 214	8 896	5 318	6 576	Public
Özel	12 118	3 316 007	2 013 341	1 302 666	97 060	54 192	42 868	78 964	Private
Hayat Boyu Öğrenme Genel Müdürlüğü	1 318	4 671 150	1 817 124	2 854 026	11 213	7 152	4 061	5 844	General Directorate of Lifelong Learning
Mesleki Eğitim Merkezi ⁽³⁾	314	261 963	210 669	51 294	4 426	3 587	839	2 186	Vocational Training Center ⁽³⁾
Olgunlaşma Enstitüsü	15	2 488	52	2 436	511	32	479	133	Maturation Institutions
Halk Eğitimi Merkezi ⁽⁵⁾	980	4 405 603	1 605 511	2 800 092	6 175	3 463	2 712	3 474	Public Training Centers ⁽⁵⁾
Turizm Eğitim Merkezi	9	1 096	892	204	101	70	31	51	Tourism Training Center
Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğü	66	11 268	6 112	5 156	669	423	246	685	Directorate General of Special Education and Counseling Services
Bilim ve Sanat Merkezi (Üstün veya Özel Yetenekliler)	66	11 268	6 112	5 156	669	423	246	685	Science and Art Center (Superior or Special Talented)
Rehberlik Araştırma Merkezi ⁽⁴⁾	218	333 190	200 800	132 390	2 332	1 321	1 011	47	Counseling and Research Center ⁽⁴⁾
Meslek Kursları (3308 say.yasaya göre) ⁽²⁾⁽¹⁾	-	73 083	52 998	20 085	-	-	-	-	Vocational Courses (by law of 3308) ⁽¹⁾⁽²⁾
Yetişkinler Teknik Eğitim Merkezi ⁽¹⁾	12	-	-	-	-	-	-	-	Adults Technical Education Center ⁽¹⁾
Özel Öğretim Kurumları Genel Müdürlüğü	12 118	3 316 007	2 013 341	1 302 666	97 060	54 192	42 868	78 964	General Directorate of Private Education Institutions
Muhtelif Kurslar	2 438	343 750	188 746	155 004	6 452	3 060	3 392	9 724	Various Courses
Motorlu Taahit Sürücülerİ Kursları	3 301	1 387 422	1 001 330	386 092	22 490	17 132	5 358	7 947	Motor Vehicle Driving Courses
Dershaneler	3 858	1 280 297	644 059	636 238	51 522	28 538	22 984	39 867	Private Education Centers
Özel Eğitim Okulu (Yaygın Eğitim)	152	20 108	12 116	7 992	-	-	-	-	Private Education School (Non-formal Education)
Özel Eğitim ve Rehabilitasyon Merkezi	1 692	262 818	155 503	107 315	15 076	4 934	10 142	19 460	Private Education and Rehabilitation Center
Etüt Eğitim Merkezi	677	21 612	11 587	10 025	1 520	528	992	1 966	Preliminary Study Education Center

Not1. Yaygın eğitim bilgileri, biten eğitim ve öğretim yılı itibarıyla alınmaktadır, 2011/'12
2. Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğüne bağlı Öğretilebilir Zihinsel Engelliler İş Eğitim Merkezleri ve Otistik Çocuklar İş Eğitim Merkezleri örgün eğitime aktarılmıştır.
3. Kur'an kursları dahil edilmemiştir.

(1) Başlı bulunduğları meslek lisesinde gösterilmiştir.

(2) Bu kurslar, mesleki ve teknik okullar ile yaygın eğitim kurumlarına açıldığından kurum ve öğretmen sayısı verilmemiştir.

(3) Mesleki eğitim merkezleri bağımsız olarak gösterilmiştir.

(4) Rehberlik araştırma merkezindeki öğrenci sayıları toplam sayıya dahil edilmemiştir.

(5) Öğrenci sayıları rehberlik araştırma merkezine başvuranların sayısıdır.

(5) 22/08/2012 tarih ve B.08.0.HBÖ.0.01.00.00-020/3808 sayılı Bakanlık makam onayıyla pratik kız sanat okulları halk eğitim merkezine dönüştürülmüştür.

Note1. Non-formal education data are given by the end of educational year 2011/'12.

2. The Special Education and Counseling Services Job Training Centers for the Mentally Handicapped of the General Directorate of Learning and Job Training Centers for Autistic Children transferred to formal education.

3. Couran Courses excluded.

(1) Shown in their vocational high schools.

(2) Since vocational courses opened in their institutions, number of Institutions and teachers are not shown.

(3) Vocational training centers are shown independently.

(4) Number of students studying at the Guidance Research Center are not included in the total.

(5) Number of students are the number of applicants to the Guidance Research Centers.

(5) 22.08.2012 date and number B.08.0.HBÖ.0.01.00.00-020/3808 authority with the approval of the Ministry, public education center was transformed into practical trade schools for girls.

Eğitim kurumu ve İBBS 3. Düzey ⁽¹⁾	Kurum sayısı Number of institutions	Başlayan Enrolled			Devam eden Attending			Bitiren Graduates			Educational institutions and SR Level 3 ⁽¹⁾
		Toplam Total	Erkek Males	Kadın Females	Toplam Total	Erkek Males	Kadın Females	Toplam Total	Erkek Males	Kadın Females	
R Türkiye	13 732	8 071 508	3 889 575	4 181 933	7 856 340	3 801 144	4 055 196	7 789 669	3 768 956	4 020 713	TR Turkey
Halk Eğitim Merkezi	980	4 405 603	1 605 511	2 800 092	4 256 506	1 553 098	2 703 408	4 256 506	1 553 098	2 703 408	Public Training Center
Mesleki Eğitim Merkezi	314	261 963	210 669	51 294	261 963	210 669	51 294	261 963	210 669	51 294	Vocational Training Centre
3308 Kapsamında Açılan Meslek Kursları	-	73 083	52 998	20 085	66 444	48 387	18 057	63 643	46 267	17 376	Vocational Courses Offered Under 3308
Kız Teknik Öğretim Olgunlaşma Enstitüsü	15	2 488	52	2 436	1 780	14	1 766	1 550	14	1 536	Institute of Technical Education for Girls
Turizm Eğitim Merkezi	9	1 096	892	204	1 096	892	204	1 096	892	204	Tourism Training Center
Yetişkinler Teknik Eğitim Merkezi	12	-	-	-	-	-	-	-	-	-	Adults Technical Education Center
Özel Dershane	3 858	1 280 297	644 059	636 238	1 280 297	644 059	636 238	1 280 297	644 059	636 238	Private Courses
Özel Motorlu Taşıt Sürücü Kursu	3 301	1 387 422	1 001 330	386 092	1 387 422	1 001 330	386 092	1 387 422	1 001 330	386 092	Private Motor Vehicle Driving School
Özel Muhtelif Kurslar	2 438	343 750	188 746	155 004	285 026	157 377	127 649	221 386	127 309	94 077	Private Various Courses
Özel Eğitim ve Rehabilitasyon Merkezi	1 692	262 818	155 503	107 315	262 818	155 503	107 315	262 818	155 503	107 315	Special Education and Rehabilitation Center
Özel Eğitim Okulu (Yaygın Eğitim)	152	20 108	12 116	7 992	20 108	12 116	7 992	20 108	12 116	7 992	Special Education Schools (Non-Formal Education)
Özel Etüt Eğitim Merkezi	677	21 612	11 587	10 025	21 612	11 587	10 025	21 612	11 587	10 025	Private Preliminary Study Education Center
Rehberlik ve Araştırma Merkezi	218	-	-	-	-	-	-	-	-	-	Guidance and Research Centre
Bilim ve Sanat Merkezi (Üstün veya Özel Yetenekliler)	66	11 268	6 112	5 156	11 268	6 112	5 156	11 268	6 112	5 156	Science and Art Center (Superior or Special Talented)

Not 1. Özel Eğitim ve Rehberlik Hizmetleri Genel Müdürlüğüne bağlı Öğretilebilir Zihinsel Engelliler İş Eğitim Merkezleri ve Otistik Çocuklar İş Eğitim Merkezleri örgün eğitime aktarılmıştır.

2. 22/08/2012 tarih ve B.08.0.HBÖ.0.01.00.00-020/3808 sayılı Bakanlık makamı onayıyla pratik kız sanat okulları halk eğitim merkezine dönüştürülmüştür.

(1) İstatistik Bölge Birimleri Sınıflaması

Note 1. The Special Education and Counseling Services Job Training Centers for the Mentally Handicapped of the General Directorate of Learning and Job Training Centers for Autistic Children transferred to formal education.

2. 22.08.2012 date and number B.08.0.HBÖ.0.01.00.00-020/3808 authority with the approval of the Ministry, Public Training Center was transformed into practical trade schools for girls.

(1) Statistical Regions

Kurs türüne göre Okur-yazarlık belgesi alan kursiyer sayısı

Number of participants given literacy certificate by kind of course

[2011/'12 Öğretim yılı sonu - End of the educational year 2011/'12]

Kurs türü- Kind of course	Kurs Course	Bitiren - Graduates			Yaş grubu - Age group			
		Toplam Total	Erkek Males	Kadın Females	6-14	15-22	23 - 44	45 +
Okuma Yazma Kursları - Literacy Courses	47 014	750 126	174 508	575 618	3 009	54 593	222 667	469 857
Okuma-Yazma I. Kademe Kursu Literacy Course Level 1	22 953	246 890	39 193	207 697	1 212	21 995	89 413	134 270
Okuma-Yazma I. Kademe Seviye Tespit Sınavı Literacy Courses I. Stage Placement Exam	17 264	433 396	107 857	325 539	1 161	17 073	92 122	323 040
Okuma-Yazma II. Kademe Kursu Literacy Course Level 2	2 908	31 206	8 542	22 664	256	6 174	16 976	7 800
Okuma-Yazma II. Kademe Seviye Tespit Sınavı Literacy Courses II. Stage Placement Exam	3 834	37 874	18 899	18 975	380	9 301	23 771	4 422
Temel Becerileri Geliştirme Ve İleri Okur Yazarlık Programı Advanced Literacy And Basic Skills Development Program	55	760	17	743	-	50	385	325